

# NAPLAN 2023

## Commentary

23 August 2023

## Introductory notes

### Achievement by state

The information provided in this section is about overall NAPLAN achievement of students nationally and by state and territory for each testing domain. The table includes statistics describing the average NAPLAN score and the percentage of students at each proficiency level.

### State comparison

The information provided in this section is about the relative achievement of students in each state and territory for each testing domain. The average NAPLAN score for each state/territory is compared to the other states/territories and to Australia overall, and tested for statistical significance.

### Achievement by subgroup

The information provided in this section is about overall NAPLAN achievement of students by student background, parental background, and Indigeneity by ABS remoteness for each testing domain. The table includes statistics describing the average NAPLAN score and the percentage of students at each proficiency level.

### Subgroup comparison

The information provided in this section is about the relative achievement in each testing domain of subgroups. The subgroups compared are male/female, Indigenous/non-Indigenous, LBOTE/non-LBOTE, parental education: bachelor degree/Year 11 and parental occupation: Group 1/Group 4. The average NAPLAN scores of one subgroup are compared to those of the other and tested for statistical significance.

### Participation

The information provided in this section is about NAPLAN participation across all test domains, states and territories, and subgroups. The total number of enrolled students is shown alongside the percentage in each participation category and the average age of students. A chart shows the change in participation rate over NAPLAN assessment years.

## NAPLAN 2023 commentary: Year 3

### Achievement by state

Nationally, the percentage of Year 3 students in the Exceeding proficiency level is 13.0% on average, ranging from 8.6% in grammar and punctuation to 18.3% in reading, while the percentage of students in the Needs additional support proficiency level is 9.9% on average, ranging from 6.1% in writing to 13.3% in grammar and punctuation.

Across all states and territories and testing domains, the percentage of students in the Exceeding proficiency level ranges from 2.3% to 23.3%, while the percentage in Needs additional support ranges from 3.9% to 40.3%.

### State comparison

Across all 8 states and territories and all 5 testing domains, only 8 out of 40 average NAPLAN scores are either below or substantially below and significantly different from the national average, and none are above and significantly different from the national average.

### Achievement by subgroup

At the national level:

- A higher percentage of girls are in the Exceeding proficiency level than boys in reading and writing. The difference is 4.4 percentage points for reading and 4.2 percentage points for writing. The percentage of girls in the Needs additional support proficiency level is lower than boys in all 4 literacy domains, by 3.4 percentage points on average.
- In numeracy, a higher percentage of boys (15.1%) are in Exceeding than girls (9.2%).
- On average across all domains, a greater percentage of Indigenous students are in the Needs additional support proficiency level (33.1%) compared to non-Indigenous students (8.2%).
- The percentage of language background other than English (LBOTE) students in the Exceeding proficiency level is higher than for non-LBOTE students in all 5 testing domains, by 7.2 percentage points on average.
- Percentages of students who need additional support are lower for students whose parents hold a bachelor degree or higher compared to those whose parents' highest level of education is Year 11 completion and below. The difference ranges from 19.5 percentage points in writing to 31.0 percentage points in grammar and punctuation.
- Percentages of students in the Needs additional support proficiency level are lowest across all 5 domains for students with parents in Occupation Group 1, with percentages ranging from 2.0% in writing to 5.5% in grammar and punctuation. For students whose parents are in Occupation Group 4, the percentages range from 9.9% in writing to 21.0% in grammar and punctuation.

### Subgroup comparison

At the national level:

- Average NAPLAN scores of female students are above and significantly different from those of male students in writing (females: 428.2; males: 404.9).
- Non-Indigenous students' average NAPLAN scores are substantially above and significantly different from those of Indigenous students in all 5 testing domains.

- Average NAPLAN scores of LBOTE students are higher and significantly different from those of non-LBOTE students in writing, spelling, and grammar and punctuation.
- Average NAPLAN scores for students whose parents hold a bachelor degree or higher are substantially above and significantly different from those whose parents' highest level of education is Year 11 completion and below in all 5 testing domains.
- Students with parents in Occupation Group 1 achieved average NAPLAN scores that are substantially above and significantly different from those of students with parents in Occupation Group 4 in all 5 testing domains.

## Participation

Nationally, participation rates increased on average by 1.3 percentage points across all domains compared to 2022 – from 93.5% to 94.8%. The overall participation rate for Australia is quite uniform across domains, ranging from 94.5% in writing to 95.3% in reading. Participation rates across all states and territories and testing domains range from 80.4% to 97.2%. Participation rates are lower among Indigenous students, ranging nationally from 86.5% in numeracy, spelling, and grammar and punctuation to 88.0% in reading.

## NAPLAN 2023 commentary: Year 5

### Achievement by state

Nationally, the percentage of Year 5 students in the Exceeding proficiency level is 15.7% on average, ranging from 11.5% in writing to 21.3% in reading, while the percentage of students in the Needs additional support proficiency level is 8.9% on average, ranging from 7.0% in reading to 10.1% in grammar and punctuation.

Across all states and territories and testing domains, the percentage of students in the Exceeding proficiency level ranges from 3.3% to 26.2%, while the percentage in Needs additional support ranges from 4.3% to 35.1%.

### State comparison

For numeracy, spelling, and grammar and punctuation, average NAPLAN scores in 2 out of 8 states and territories are either below or substantially below and significantly different from the national average. In reading, one out of 8 states and territories has an average NAPLAN score that is substantially below and significantly different from the national average. In writing, out of 8 states and territories, one has an average NAPLAN score that is above and significantly different from the national average, while 3 have an average NAPLAN score that is either below or substantially below and significantly different from the national average.

### Achievement by subgroup

At the national level:

- In the 4 literacy domains of reading, writing, spelling, and grammar and punctuation, a higher percentage of girls (18.3% on average) are in the Exceeding proficiency level than boys (15.1%). The percentage of girls in the Needs additional support proficiency level is lower than boys in all 4 literacy domains, by 4.2 percentage points on average.
- In numeracy, a higher percentage of boys (15.0%) are in Exceeding than girls (8.8%).
- On average across all domains, a greater percentage of Indigenous students are in the Needs additional support proficiency level (31.8%) compared to non-Indigenous students (7.3%).
- The percentage of language background other than English (LBOTE) students in the Exceeding proficiency level is higher than for non-LBOTE students in all 5 testing domains, by 10.3 percentage points on average.
- Percentages of students who need additional support are lower for students whose parents hold a bachelor degree or higher compared to those whose parents' highest level of education is Year 11 completion and below. The difference ranges from 20.6 percentage points in spelling to 27.9 percentage points in grammar and punctuation.
- Percentages of students in the Needs additional support proficiency level are lowest across all 5 domains for students with parents in Occupation Group 1, with percentages ranging from 2.1% in reading to 4.0% in writing. For students whose parents are in Occupation Group 4, the percentages range from 11.7% in reading to 16.5% in grammar and punctuation.

### Subgroup comparison

At the national level:

- Average NAPLAN scores of female students are above and significantly different from those of male students in writing (females: 494.5; males: 471.7), while for numeracy the reverse is true (females: 479.0; males 495.8).

- Non-Indigenous students' average NAPLAN scores are substantially above and significantly different from those of Indigenous students in all 5 testing domains.
- Average NAPLAN scores of LBOTE students are higher and significantly different from those of non-LBOTE students in all testing domains except reading, where the difference is negligible in size.
- Average NAPLAN scores for students whose parents hold a bachelor degree or higher are substantially above and significantly different from those whose parents' highest level of education is Year 11 completion and below in all 5 testing domains.
- Students with parents in Occupation Group 1 achieved average NAPLAN scores that are substantially above and significantly different from those of students with parents in Occupation Group 4 in all 5 testing domains.

## Participation

Nationally, Year 5 participation rates increased on average by 1.3 percentage points across all domains compared to 2022 – from 94.2% to 95.4%. The overall participation rate for Australia is very similar across domains, ranging from 95.2% in numeracy to 95.9% in reading. Across all states and territories and testing domains, participation rates range from 81.7% to 97.5%. Participation rates nationally are lower among Indigenous students, ranging from 86.9% in numeracy to 88.5% in reading.

## NAPLAN 2023 commentary: Year 7

### Achievement by state

Nationally, the percentage of Year 7 students in the Exceeding proficiency level is 16.4% on average, ranging from 12.6% in numeracy to 21.8% in spelling, while the percentage of students in the Needs additional support proficiency level is 9.5% on average, ranging from 7.5% in spelling to 10.9% in writing.

Across all states and territories and testing domains, the percentage of students in the Exceeding proficiency level ranges from 4.6% to 25.8%, while the percentage in Needs additional support ranges from 6.1% to 38.5%.

### State comparison

Across all 8 states and territories and all 5 testing domains, 9 out of 40 average NAPLAN scores are either below or substantially below and significantly different from the national average, while none are above and significantly different from the national average.

### Achievement by subgroup

At the national level:

- In the 4 literacy domains, a higher percentage of girls (19.4% on average) are in the Exceeding proficiency level than boys (15.5%), most notably in writing where the difference is 7.2 percentage points. The percentage of girls in the Needs additional support proficiency level is lower than boys in all 4 literacy domains, by 5.3 percentage points on average.
- In numeracy, a higher percentage of boys (15.3%) are in Exceeding than girls (9.9%).
- On average across all domains, a greater percentage of Indigenous students are in the Needs additional support proficiency level (33.1%) compared to non-Indigenous students (7.8%).
- The percentage of language background other than English (LBOTE) students in the Exceeding proficiency level is higher than for non-LBOTE students in all 5 testing domains, by 9.6 percentage points on average.
- Percentages of students who need additional support are lower for students whose parents hold a bachelor degree or higher compared to those whose parents' highest level of education is Year 11 completion and below. The difference ranges from 19.1 percentage points in spelling to 29.6 percentage points in grammar and punctuation.
- Percentages of students in the Needs additional support proficiency level are lowest across all 5 domains for students with parents in Occupation Group 1, with percentages ranging from 3.0% in reading to 4.7% in writing. For students whose parents are in Occupation Group 4, the percentages range from 11.8% in spelling to 18.4% in grammar and punctuation.

### Subgroup comparison

At the national level:

- Average NAPLAN scores of female students are above and significantly different from those of male students in writing (females: 548.4; males: 519.6) and in grammar and punctuation (females: 548.5; males: 529.7).
- Non-Indigenous students' average NAPLAN scores are substantially above and significantly different from those of Indigenous students in all testing domains.

- Average NAPLAN scores of LBOTE students are higher and significantly different from those of non-LBOTE students in all testing domains except reading, where the difference is negligible in size.
- Average NAPLAN scores for students whose parents hold a bachelor degree or higher are substantially above and significantly different from those whose parents' highest level of education is Year 11 completion and below in all 5 testing domains.
- Students with parents in Occupation Group 1 achieved average NAPLAN scores that are substantially above and significantly different from those of students with parents in Occupation Group 4 in all 5 testing domains.

## Participation

Nationally, Year 7 participation rates have bounced back, increasing on average by 2.9 percentage points across all domains compared to 2022 – from 91.2% to 94.0%. Participation rates nationally range from 93.5% in numeracy to 94.7% in writing. Across all states and territories and testing domains, participation rates range from 78.2% to 96.7%. Participation rates nationally are lower among Indigenous students, ranging from 80.6% in numeracy to 84.5% in writing.



## NAPLAN 2023 commentary: Year 9

### Achievement by state

Nationally, the percentage of Year 9 students in the Exceeding proficiency level is 15.2% on average, ranging from 9.9% in numeracy to 18.0% in spelling, while the percentage of students in the Needs additional support proficiency level is 10.7% on average, ranging from 7.9% in spelling to 12.9% in grammar and punctuation.

Across all states and territories and testing domains, the percentage of students in the Exceeding proficiency level ranges from 2.8% to 22.5%, while the percentage in Needs additional support ranges from 6.9% to 39.9%.

### State comparison

Across all 8 states and territories and all 5 testing domains, 9 out of 40 average NAPLAN scores are either below or substantially below and significantly different from the national average, and none are above and significantly different from the national average.

### Achievement by subgroup

At the national level:

- In the 4 literacy domains, a higher percentage of girls (18.9% on average) are in the Exceeding proficiency level than boys (14.2%), most notably in writing where the difference is 9.4 percentage points. The percentage of girls in the Needs additional support proficiency level is lower than boys in all 4 literacy domains, by 6.3 percentage points on average.
- In numeracy, there is a higher percentage of boys (11.9%) in Exceeding than girls (7.8%).
- On average across all domains, a greater percentage of Indigenous students are in the Needs additional support proficiency level (33.7%) compared to non-Indigenous students (9.1%).
- The percentage of language background other than English (LBOTE) students in the Exceeding proficiency level is higher than for non-LBOTE students in all 5 testing domains, by 8.2 percentage points on average.
- Percentages of students who need additional support are lower for students whose parents hold a bachelor degree or higher compared to those whose parents' highest level of education is Year 11 completion and below. The difference ranges from 17.8% in spelling to 29.2% in grammar and punctuation.
- Percentages of students in the Needs additional support proficiency level are lowest across all 5 domains for students with parents in Occupation Group 1, with percentages ranging from 3.4% in spelling to 5.1% in writing. For students whose parents are in Occupation Group 4, the percentages range from 12.3% in spelling to 21.2% in grammar and punctuation.

### Subgroup comparison

At the national level:

- Average NAPLAN scores of female students are above and significantly different from those of male students in writing (females: 584.3; males: 549.6) and in grammar and punctuation (females: 568.9; males: 545.0).
- Non-Indigenous students' average NAPLAN scores are substantially above and significantly different from those of Indigenous students in all testing domains.

- Average NAPLAN scores of LBOTE students are higher and significantly different from those of non-LBOTE students in numeracy, spelling, and grammar and punctuation.
- Average NAPLAN scores for students whose parents hold a bachelor degree or higher are substantially above and significantly different from those whose parents' highest level of education is Year 11 completion and below in all 5 testing domains.
- Students with parents in Occupation Group 1 achieved average NAPLAN scores that are substantially above and significantly different from those of students with parents in Occupation Group 4 in all 5 testing domains.

## Participation

Nationally, Year 9 participation rates have bounced back, increasing on average by 2.5 percentage points across all domains compared to 2022 – from 86.6% to 89.1%. Participation rates nationally range from 88.4% in numeracy to 90.0% in writing. Across all states and territories and testing domains, participation rates range from 73.1% to 93.6%. Participation rates nationally are lower among Indigenous students, ranging from 67.5% in numeracy to 71.4% in writing.